

OPERATIONS POLICY AND PLANNING COMMITTEE

Monday, November 14, 2016 at 7:00 P.M.

REGULAR MEETING

OPPs Agendas and Minutes available at:

<https://www.sd61.bc.ca/board-of-education/meetings/operations-meetings/>

**Next Combined Education Policy and Directions
and Operations Policy and Planning Committee
Meeting is Scheduled for:
Monday, December 5, 2016 at 7:00 P.M.**

Board of Education of School District #61 (Greater Victoria)

OPERATIONS POLICY AND PLANNING COMMITTEE

Dialogue with the Public is welcome during Standing Committee Meetings.

Regular Agenda for Monday, November 14, 2016 – 7:00 p.m.

Board Room - Administration Offices, Tolmie Building

Chairperson: Trustee Leonard

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

	Presenter	Status	Attachment
1. APPROVAL OF THE AGENDA			
2. APPROVAL OF THE MINUTES			
A. Operations Policy and Planning Committee Meeting of Monday, October 11, 2016			Pgs. 1 - 6
3. BUSINESS ARISING FROM MINUTES			
A. Medical Accommodation Program – Additional Information		Information	Pg. 7
4. PRESENTATIONS TO THE COMMITTEE			
A. Lindsay Moir and Cal Harvey - Leasing Surplus Land			
5. SUPERINTENDENT’S REPORT			
A. Introduction of Student Representative Misha Hasan – Oak Bay High School	Piet Langstraat		Verbal
6. PERSONNEL ITEM			
A. Job Descriptions in Policy and Regulations	Mark Walsh	Motion	Pgs. 8 - 43
Recommended Motion:			
That the Board of Education of School District No. 61 (Greater Victoria) delete Policy 2123.044 – <i>Supervisor of Data Processing</i> .			
7. FINANCE & LEGAL AFFAIRS			
A. Parent Education Fund Update	Shelley Green	Information	Pgs. 44 - 59
B. Request to Name the Basketball Court at Oak Bay High School	Dave Thomson	Motion	Pgs. 60 - 62
Recommended Motion:			
That the Board of Education of School District No. 61 (Greater Victoria) approve naming the basketball court in the teaching gym at Oak Bay High School “The Don Horwood Court”.			
C. Regulation 3323 - Purchasing Services	Mark Walsh	Information	Pgs. 63 - 83

D. Policy Sub-Committee Report Mark Walsh Motion Pgs. 84 - 90

Recommended Motions:

- i) That the Board of Education of School District No. 61 (Greater Victoria) delete Policy 3526 – *Emergency Repairs to School Plant.*
- ii) That the Board of Education of School District No. 61 (Greater Victoria) reviewed Policy 3545.2 *Field Trips.*
- iii) That the Board of Education of School District No. 61 (Greater Victoria) reviewed Policy 3545.25 *Overnight Accommodation.*

8. FACILITIES PLANNING

- A. Water Safety Update David Loveridge Information Pgs. 91 - 92
- B. Alternative Program Update Deb Whitten Information Pgs. 93

9. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

10. NEW BUSINESS

A. Trustee Nohr – Trustees’ Annual Expenses

That the Board of Education of School District No. 61 (Greater Victoria) request senior staff to establish a link on the District website to provide the public with information pertaining to trustees' annual expenses; this information would be updated at the end of each school year.

11. NOTICE OF MOTION

12. GENERAL ANNOUNCEMENTS

13. ADJOURNMENT



**Operations Policy and Planning Committee Meeting
October 11, 2016 – GVSD Board Office, Boardroom**

REGULAR MINUTES

Present:

Elaine Leonard, Chair, Tom Ferris, Diane McNally, Deborah Nohr, Rob Paynter, Jordan Watters

Administration:

Piet Langstraat, Superintendent of Schools, Mark Walsh, Secretary-Treasurer, Shelley Green, Deputy Superintendent, Deb Whitten, Associate Superintendent, David Loveridge, Director of Facilities Services, Katie Hamilton, Manager, Community Engagement and Communications, Colin Roberts, District Principal, Human Resource Services, Christine Merner, Manager, Occupational Health and Safety, Marne Jensen, Manager, Labour Relations, Julie Lutner, Senior Manager, Budgets and Financial Analysis, Doreen Hegan, Recording Secretary

The meeting was called to order at 7:03 p.m.

Chair Leonard recognized and acknowledged the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

1. APPROVAL OF THE AGENDA

It was moved:

That the October 11, 2016 regular agenda be approved.

Motion Carried

2. APPROVAL OF THE MINUTES

It was moved:

That the September 19, 2016 Operations Policy and Planning Meeting regular minutes be approved.

Motion Carried

3. BUSINESS ARISING FROM MINUTES – None

4. PRESENTATIONS TO THE COMMITTEE - None

5. SUPERINTENDENT'S REPORT

A. Introduction of Student Representative

Superintendent Langstraat introduced Eilidh Morrison, Student Representative from Reynolds Secondary School.

B. Public Engagement Ad Hoc Committee Terms of Reference

Superintendent Langstraat reviewed the draft terms of reference for the Public Engagement Ad Hoc Committee. Discussion ensued amongst Trustees.

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) approve the Public Engagement Ad Hoc Committee Terms of Reference.

Motion Carried Unanimously

6. PERSONNEL ITEMS

A. Medical Accommodation Program

Christine Merner, Manager, Occupational Health and Safety and Marne Jensen, Manager, Labour Relations reviewed the District's Medical Accommodation Program and the planned training to improve the program. Ms. Jensen explained that the District has entered into a training agreement with the Greater Victoria Teachers' Association. The District has identified a training provider. The District will also approach the leadership of CUPE 947, CUPE 382, ASA and VPVPA in an effort to include these employee representatives in the training program.

Discussion ensued amongst Trustees with a request for further information. Information will be provided at the November 14, 2016 Operations Policy and Planning Committee meeting.

7. FINANCE AND LEGAL AFFAIRS

A. District Jurisdiction Over Rentals

Secretary-Treasurer Walsh explained that the use of school district lands and facilities by external parties is arranged through either a long-term lease, a short-term lease, licenses, or short-term rentals. The agreements in place allow the district to ensure that the activities of the rental groups are in accordance with applicable laws/regulations (e.g. fire hazards, meeting regulatory standards and the like). Generally, in all of the arrangements, the School District has no jurisdiction to investigate the practices of a provider with respect to its licensing. This would apply to a childcare provider, karate classes, evening basketball etc.

Trustees asked questions of clarification of Secretary-Treasurer Walsh.

B. 2017-2018 Budget Plan

Secretary-Treasurer Walsh reviewed the 2017-2018 budget plan and explained that the plan will include outreach to the community and education partners to obtain feedback about the type of information that would be useful in understanding the school district budget. Trustees asked questions and expressed support for the budget plan.

C. 2016-2017 Enrolment Update

Secretary-Treasurer Walsh explained that the current year enrolment numbers show an increase of 183.9 full time equivalent students as compared to the prior year. The increase is believed to be the result of students returning from independent schools as well as an in-migration to Victoria. Trustees provided comments about enrolment trends.

D. September 30, 2016 Quarterly Financial Report

Secretary-Treasurer Walsh stated that the Ministry of Education Special Advisor's Report was published in June 2016 presenting findings from the review of School District No.83 (North Okanagan Shuswap). Management committed to considering recommendations of the Special Advisor where applicable. One of the recommendations related to providing quarterly financial reports in order to assist the Board in the area of financial oversight.

The quarterly financial report for the period ending September 30, 2016 shows the Annual Operating Budget and Year-to-Date actual revenue and expenditure as a percentage of the operating budget. The year-to-date results are comparable to the prior year and reflect the nature of school district operations.

Trustees thanked Secretary-Treasurer Walsh for providing the additional financial information.

E. Trustee Professional Development Funds

Secretary-Treasurer Walsh reminded Trustees that the matter of Trustee professional development funds was referred to the Operations Policy and Planning Committee and explained that the annual trustee professional development budget is \$18,000 which provides \$2,000 per trustee. Any unspent professional development funds remaining at the end of the school year are carried forward into the next school year. For the 2015/2016 school year, the trustee professional development account ended with a deficit of \$615.

Trustees asked questions of Secretary-Treasurer Walsh and Superintendent Langstraat.

F. Policy Sub-Committee Report

Secretary-Treasurer Walsh reviewed the report of the Policy Sub-Committee and presented specific policies reviewed and recommended for deletion and a specific policy for creation.

Discussion ensued amongst the Trustees with questions of clarification asked of the Secretary-Treasurer.

It was moved:

1. That the Board of Education of School District No. 61 (Greater Victoria) delete Policy 3313.1 *Sale of Merchandise or Services: Vending Machines in Secondary Schools*.
Motion Carried Unanimously

It was moved:

2. That the Board of Education of School District No. 61 (Greater Victoria) delete Policy 3327 *Grants (Fees for Service)*.
Motion Carried Unanimously

It was moved:

3. That the Board of Education of School District No. 61 (Greater Victoria) create Policy 2101 *Deputy Superintendent*.

Motion Carried Unanimously

8. FACILITIES PLANNING

A. Facility Plan Update

Secretary-Treasurer Walsh reminded Trustees that the terms of reference of the Long Term Facilities Plan Ad Hoc Committee include updating the Operations Policy and Planning Committee in October 2016, January 2017, and March 2017. Secretary-Treasurer Walsh stated that the Ad Hoc Committee held one meeting to date, and that the next meeting will occur on Tuesday, October 18, 2016. The initial meeting focused on both a long term vision and immediate needs. A process timeline has been developed that outlines the phases within the project, including the technical requirements and public input phases. Activities in the fall will focus on information gathering and development of a process for seeking broad public input starting in January.

B. School Enhancement Program

David Loveridge, Director, Facilities Services advised the Committee that the Ministry of Education has approved the school enhancement program capital project request pertaining to safety enhancements at the new Burnside Education Centre facility.

C. Community Use of Facilities - Child Care Providers

Secretary-Treasurer Walsh advised that with the trend toward increased enrolment, the District will require classroom space in the future that is currently licensed to child care providers and/or is being used for District programming, and that broad based discussions have begun with child care providers focused on the issue of long-term need, capital requirements and day-to-day operational concerns.

Secretary-Treasurer Walsh stated that the discussions have led to considering a model that would license child care providers portable zones rather than licensing the groups portables that the District would operate. The District would retain ownership of the portables and license the site to a provider for a five year term. The license rate would be based on full operating and capital cost recovery while at the same time letting the operator (licensee) deal with all aspects of the day to day operation and functioning of their licensed facility, independent of the District. A portion of the revenue would be retained for the capital maintenance of the portables thereby protecting the long term availability of these District resources.

Secretary-Treasurer Walsh advised that preliminary discussions have taken place with the Fairfield Gonzalez Community Association to install a portable complex. The Association would agree to an increase in their rent for the portables that would, over time, cover the costs of the move and install and the capital maintenance. The Fairfield Gonzales arrangement would be used as a model for other potential partnerships.

Trustees asked questions of clarification of Secretary-Treasurer Walsh.

D. Testing Lead Content in Drinking Water of School Facilities

Secretary- Treasurer Walsh informed the Committee that the Ministry of Education has developed a *Policy for Testing Lead Content in Drinking Water at School Facilities*. The policy requires that lead content testing be completed on all school facilities once every three years. Staff have reviewed the new Policy and are confident that the Board approved program is compliant. Staff will also ensure that the communication and reporting requirements are met.

Trustees asked questions of clarification of Secretary-Treasurer Walsh.

9. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS - None

10. NEW BUSINESS

A. Trustee Paynter – Professional Development Fund Allocation

Trustee Paynter withdrew his motion.

It was moved:

That commencing at the end of the 2015/16 fiscal year the Trustee Professional Development Fund allocations will be returned to general revenue for allocation in the next fiscal year.

Motion Withdrawn

B. Trustee Whiteaker – Amend Bylaw 9130, Standing Committees

Trustee McNally presented the motion and rationale on behalf of Trustee Whiteaker. Discussion ensued amongst the Trustees.

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) amend Bylaw 9130, *Standing Committees* to remove the words “with voting rights” from Item #4 and Item #5.

Motion Carried Unanimously

C. Trustee McNally – Motion Withdrawn

Trustee McNally withdrew her motion.

That the Board of Education of School District No. 61 (Greater Victoria) rescind the motion previously passed on January 23, 1989 addressing partner group participation at Board meetings.

Motion Withdrawn

11. NOTICE OF MOTION – None

12. GENERAL ANNOUNCEMENTS - None

13. ADJOURNMENT

It was moved:

That the meeting adjourn.

Motion Carried

The meeting adjourned at 8:53 p.m.

TO: Operations Policy and Planning Committee

FROM: Marne Jensen, Manager, Labour Relations
Christine Merner, Manager, Occupational Health and Safety

DATE: November 14, 2016

RE: Medical Accommodation Program – Additional Information

In follow-up to questions asked at the October 11, 2016 Operations Policy and Planning Committee meeting the following information is being provided:

MEDICAL LEAVE SUMMARY - SEPTEMBER 1, 2015 TO SEPTEMBER 27, 2016

Cat	Total Partial Leave	% per employee group	Total Full Leave	% per employee group	Full leave - 1 year or more	% per employee group
CUPE 382	0	0.00%	34	16.92%	12	5.97%
CUPE 947	9	1.19%	89	11.73%	22	2.90%
P AND VP	2	1.79%	8	7.14%	4	3.57%
EXEMPT	0	0.00%	1	2.78%	0	0.00%
TEACHERS	49	4.44%	77	6.98%	31	2.81%
TOC	0	0.00%	*9	1.65%	0	0.00%
	60		218		69	

**Total
Medical
Leaves** 278

* 9 TOC's on leave have temporary assignments. TOC's without an assignment are not entitled to leaves.

TO: Operations Policy and Planning Committee

FROM: Colin Roberts, District Principal, Human Resource Services

DATE: November 14, 2016

RE: Job Descriptions in Policy and Regulations

The purpose of this memo is to provide the Board with an update on job descriptions contained in Board Policy and Regulations that are in need of revision or deletion.

It is recommended that the job description, Supervisor of Data Processing - Policy 2123.044 be deleted from policy.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) delete Policy 2123.044 – <i>Supervisor of Data Processing</i> .
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The rationale is that the position is defunct and has not been active in the District for some time.

In addition, a number of job descriptions in regulation will be deleted, while others will be reclassified and posted as job descriptions only.

This action will also provide opportunity to update the reclassified job descriptions to ensure that the documents accurately reflect the responsibilities of these positions.

The staff responsible for overseeing the positions referred to in this memo have been consulted regarding the action to be taken.

The following Regulations will be deleted:


- Regulation 2120.020 - Director of Learning Resources and Information Services
- Regulation 2120.030 - District Principal of Learning Initiatives
- Regulation 2121.018 - Coordinator - District Strategic Planning and Evaluation
- Regulation 2122.062 - Coordinator School Services (First Nations Program)
- Regulation 2123.022 - Coordinator - Languages and Multiculturalism
- Regulation 2123.041 - Manager of Purchasing Services
- Regulation 2123.044 - Coordinator - Technical Support Services
- Regulation 2123.048 - Coordinator - Information Support Services
- Regulation 2123.049 - Supervisor - Information Management and Technical Services

- Regulation 2127.022 - Coordinator of Enrolment & Student Information

Please also be advised that the following new job descriptions will be created and posted as job descriptions.

- Director of Learning
- Coordinator - First Nations Program
- District Principal Languages and Multiculturalism

Sincerely,



Colin Roberts
District Principal, Human Resource Services



The Greater Victoria School District is committed to each student's success in learning within a responsive and safe environment.

POLICY 2123.044

SUPERVISOR OF DATA PROCESSING

The Board may appoint a Supervisor of Data Processing who shall be responsible to the Business Manager. He will have administrative responsibility for the fulfillment of data processing, systems analysis, programming and operations. As required he shall provide liaison with authorized users and develop improved techniques and methods for assisting business and financial activities.

Greater Victoria School District

Approved: December 18, 1972 (as #2122.040)

Revised: December 16, 1974

Revised, retitled & renumbered: June 23, 1980 (as #2123.044)

REGULATION 2120.020

DIRECTOR OF LEARNING RESOURCES AND INFORMATION SERVICES

General

The Director of Learning Resources and Information Services is accountable to the Superintendent for the provision and management of an integrated information system as well as the acquisition or development and distribution of learning resources. The Director of Learning Resources ensures the provision of technological systems for the large scale storage of data and the immediate and efficient retrieval of information for all departments and schools.

Results Expected

Leadership	Develops a vision for learning resources of all kinds that will guide schools in implementing a resource-based curriculum.
Service	Ensures that our use of technology supports the development of thoughtfulness, resourcefulness and insightfulness in students and staff.
Interpersonal	Establishes and maintains cooperative working relationships with all District staff, Ministry contacts and members of the community.
Management	Provides effective and efficient management of information and communication services throughout the District which will enable all employees to have access to the information needed to do their job.

Specific Responsibilities

Plans, organizes, directs and monitors the work of the Department to ensure that the above results are achieved.

Ensures that all the technical aspects of data processing, telecommunications and personal computing are supported and service and training are provided to schools and Departments.

Provides learning resource support through the Resource Centre and the continued exploration of new approaches to learning through project work of the New Learning Centre.

Achieves capitalization of the District's intellectual property through the work of the Victoria Learning Society.

Relationships

Serves	All District schools and departments
Accountable to	Superintendent and the Board of Trustees
In partnership with	District Leadership Team
In cooperation with	Principals, vice-principals, teachers and other District staff
Liaison to	Ministry of Education (e.g. District Contact for Information Services, Learning Resources and Education Technology)
Supervises	Coordinators, Resource Centre staff, clerical staff
In consultation with	Consultative, Advisory and Steering Committees User Groups and others

Evaluation

The Director is evaluated by the Superintendent on the basis of the results achieved as specifically set out in the annual job plan.

Greater Victoria School District

Approved: October 28, 1991

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REGULATION 2120.030

DISTRICT PRINCIPAL OF LEARNING INITIATIVES

General

The District Principal of Learning Initiatives works together with school principals and teachers for the improvement of instruction and student learning. The District Principal of Learning Initiatives, in collaboration with the Associate Superintendent, supervises and coordinates a broad range of educational initiatives and professional development opportunities necessary for each school to achieve their school goals. The District Principal is responsible for the provision of services in support of the Achievement Contract and the Aboriginal Education Enhancement Agreement.

Results Expected

1.0 Planning

Schools will be provided with leadership and support in developing school professional development plans that are consistent with provincial and district direction.

Schools teams and individual educators will be provided with collegial planning and support to realize their school plans and initiatives.

Schools will be supported in the development of plans, positions and procedures for the implementation of the provincial curriculum and assessment framework and new programs.

The District will be regularly provided with information and evaluations related to the effectiveness of Learning Initiatives-programs in realizing the District's mission and goals.

2.0 Leadership

Schools will be provided with support and assistance for school initiatives and school improvement.

Learning Initiative Team members will be supervised to provide a high quality of service that supports district and school learning plans.

The District will be provided with leadership in professional development opportunities for educational change to support the goals in the District's Achievement Contract and Aboriginal Education Enhancement Agreement.

The District will be provided with information and advice on trends, developments and innovations in education.

The District will be provided with coordination and support for the Education Policy Development Committee.

The District will be provided with the design and coordination of support for Early Learning initiatives.

3.0 Superintendent

Ensures the Superintendent is kept informed of provincial and district curricular and program developments and activities.

Provides the Superintendent with formal information on professional development opportunities and the work of the Learning Initiatives Team.

4.0 Internal Relationships

Develops positive working relationships to encourage advancement of the district's mission between and amongst:

- other members of the District Leadership Team
- district coordinators and supervisors
- Principals and Vice Principals
- members of the Greater Victoria Teachers' Association
- members of the Canadian Union of Public Employees (CUPE 382 and 947)

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- members of the Victoria Confederation of Parent Advisory Councils
- members of the Allied Specialists' Association

Works to address and solve problems and conflicts, as they may arise, in a fair and judicious manner.

Treats others with courtesy and respect.

5.0 External Relationships

Communicates with parent and other community groups about the development and changes in provincial and district programs. Establishes and maintains effective working relationships with Ministry of Education, post-secondary institutions and other supporting educational agencies, such as Success by 6 and the READ Society.

Coordinates and works with community partners on the development of the Community Literacy Plan.

6.0 Developments in Education

Identifies and communicates emerging trends and requirements relating to student learning.

Demonstrates an understanding of the current research and developments in the field of education.

7.0 Financial and Administrative Management

Oversees the development of, and as it relates to the district Achievement Contract, an annual budget for the integration of services to schools.

Ensures that funds allocated are efficiently used and are consistent with Board budgetary guidelines.

Greater Victoria School District

Approved: June 22, 1992

Revised and renamed: September 17, 2012

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REGULATION 2121.018

COORDINATOR - DISTRICT STRATEGIC PLANNING AND EVALUATION

General

The Coordinator is accountable for the development and refinement of strategic planning processes, the monitoring and tracking of the implementation activities, and the reporting of the District's achievement of its mission. In support of the attainment of the District's mission and primary goal, the Coordinator ensures effective use of financial and human resources allocated to this area of responsibility.

Specific Responsibilities

1.0 District Leadership

Advises in the area of District and school strategic planning.

Assists the Assistant Superintendents in the coordination and managing of District responsibilities for the accreditation and self-evaluation of schools.

Develops processes for the implementation, refinement and monitoring of District and school strategic planning.

2.0 Planning and Evaluation

Coordinates activities related to the District development, implementation, modification, and monitoring of Strategic Planning:

- Works with the Superintendent, Strategic Planning Team, and District Leadership Team in the review, refinement, and

implementation of strategies and processes for achieving the District's mission.

- Keeps the Board and District Administration informed as to the progress and processes of strategic planning.
- Develops and implements a computer monitoring and reporting system for each school improvement plan.
- Develops and implements an on-going evaluation monitoring system for the District as a whole.
- Organizes the processes and events of the Board annual review of the degree to which the District is fulfilling its mission and meeting its primary goal.
- Coordinates and assumes responsibility for the production of the District Annual Report.

Liases with other departments and with the schools, as requested, in the development of their long-term plans, and ensures that any policies and procedures developed are integral and necessary to the Strategic Plan.

Provides technical and design support for program, school, and district evaluation.

3.0 Internal Relationships

Provides the Superintendent and Board, as requested, information and data relevant to key indicators of District progress or direction.

Conducts reviews of the District operation as required by the Superintendent.

4.0 External Relationships

Liases with the Ministry of Education, Policy, Standards and Communications Department.

Liases with university and other jurisdictions, measurement and education departments.

Liases with strategic planning in education agencies.

5.0 Evaluation The Coordinator is evaluated by the Superintendent on the basis of results achievement as specifically set out in an annual job plan.

Greater Victoria School District

Approved: October 28, 1991

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REGULATION 2122.062

COORDINATOR - SCHOOL SERVICES (FIRST NATIONS PROGRAM)

General

Reporting to the Assistant Superintendent of Schools, the Coordinator for First Nations Program is accountable for focusing on the provision of program services in cooperation with schools through District-wide coordination. Coordination will entail the function of development, implementation and monitoring.

Specific Responsibilities

- | | |
|-----------------------------------|--|
| 1.0 District Leadership | <p>Provides advocacy and advice for First Nations programs, including Skill Development, Counselling, First Nations Studies, First Nations Art, and First Nations Awareness programs at all levels.</p> <p>Develops and monitors plans for the improvement of services to First Nations students.</p> <p>Coordinates the work of the First Nations Advisory Committee.</p> |
| 2.0 Program Implementation | <p>Provides clear direction for the implementation of programs of learning.</p> <p>Coordinates the efforts of schools to plan and carry out effective implementation processes.</p> |
| 3.0 Staff Development | <p>Assesses and reports on implementation plans. Assists schools, other District directors and coordinators, committees, and parents to develop programs and activities, including in-service,</p> |

appropriate to the needs of First Nations students.

4.0 Relationships

Develops and maintains positive, collaborative working relationships with school and District staff.

Initiates and maintains productive working relationships with outside educational agencies, First Nations organizations and the general community.

5.0 Evaluation

The Coordinator is evaluated by the Assistant Superintendent of Schools on the basis of the results achieved as specifically set out in the annual job plan.

6.0 Budget

Oversees the development of the annual First Nations Education budget, and ensures that funds are allocated to support the implementation of First Nations Education Programs throughout the District.

Greater Victoria School District

Approved: October 1987
Revised: February 1988
Renamed & Revised: October 28, 1991
Revised: February 1997

REGULATION 2123.022

COORDINATOR – LANGUAGES AND MULTICULTURALISM

General

The Coordinator of Languages and Multiculturalism is responsible for District-wide coordination of French Immersion, Second Languages, English Language Learning, and Multiculturalism. Coordination will entail program development, implementation and monitoring.

Specific Responsibilities

1.0 District Leadership

Provides advocacy and advice for K-12 schools in the areas of:

- French Immersion
- French as a Second Language
- Second Languages
- English Language Learning
- English as a Second Dialect
- Multiculturalism

Develops and monitors plans for program improvement including resource acquisition.

Coordinates the French Advisory Committee.

Collaborates with the Human Resources Department in the hiring process.

2.0 Program Implementation

Provides clear direction and support for the implementation of programs of learning.

Coordinates the efforts of schools to plan and carry out effective implementation processes.

Assesses and reports on implementation plans.

- 3.0 Staff Development** Works with committees and schools on program development and implementation initiatives.
- 4.0 Relationships** Develops and maintains positive, collaborative working relationships with school and District staff.
- Initiates and maintains productive working relationships with outside educational agencies and organizations.
- 5.0 Evaluation** The Coordinator is evaluated by the Associate/ Deputy Superintendent.

Greater Victoria School District

Approved: October 1987
Revised: February 1988
Renamed & Revised: October 28, 1991
Revised & Renamed: November 4, 2013

REGULATION 2123.041

MANAGER OF PURCHASING SERVICES

General

Reporting to the Associate Secretary-Treasurer, the Manager of Purchasing Services is accountable for the leadership and management of all purchasing activities of the District. The Manager is responsible for the direct supervision of the Purchasing Department, and has functional responsibility for all purchasing activities in schools and departments in accordance with District Policy and Regulation. The Manager is also responsible for the operation of the Central Receiving Depot.

Specific Responsibilities

1.0 District Leadership

Identifies the need for new and revised district purchasing policies and procedures that will improve the effectiveness and efficiency of the purchasing function in the district.

Ensures legal and contractual obligations of the Board are met with regard to purchasing policies, processes and practices.

Educates schools and central departments in the best use of purchasing instruments and effective purchasing strategies (i.e., methods and costs).

Develops and delivers training programs for school and department staff in purchasing procedures and administration.

2.0 Purchasing Systems and Procedures

Maintains an automated purchasing system that is integrated into related district systems (e.g., financial systems) and ensures that this system provides the operational and management tools required to support an efficient and effective purchasing function.

Ensures purchasing procedures are adequately documented and communicated to staff throughout the district who are involved in the purchasing function.

Provides direction to schools and departments so as to maximize the efficiency of purchasing activities, including procedures, authorizations, record keeping, and reporting.

Ensures security controls for the purchasing system are developed, commensurate with the risk exposure, and implemented throughout the district.

Monitors and enforces compliance with purchasing policy and procedures.

3.0 Acquisition of Goods & Services

Ensures that purchasing operations enable goods and services to be available in sufficient supply for district activities to continue without interruption.

Ensures that the processes for acquisition of goods/ services provide the district with goods/ services that have timely delivery, quality of product, are appropriate to the need, and have best prices in relation to product quality and service.

Ensures that there are the variety of purchasing instruments available for use in the district that are appropriate to the needs of the district and are efficient in their operation.

Develops new sources of supply.
Ensures that product research and vendor research is efficiently conducted and appropriate to the purchasing needs of the district.

Establishes processes and standards for the selection of suppliers, to ensure that suppliers:

- have convenient purchasing processes;
- minimize the workload on purchasing staff in the Purchasing Department, at schools and in central departments;
- are responsive to return of goods and have processes that support returns for credit or replacement.

Monitors performance of system contracts, standing order contracts, bulk order contracts, etc.

4.0 Tenders and Proposals

Ensures the Purchasing Department has developed and implemented appropriate processes and procedures for the issuing and awarding of tenders and proposals. This includes definition of specifications, objectives and criteria; facilitation of group processes for same (leading/ training of participants); ensuring legal responsibilities are addressed in all documents are tendering processes; and ensuring the duty to suppliers is met.

Negotiates contracts with suppliers for major tenders and proposals.

5.0 Equipment Leasing

Works with schools and departments to prepare cost/ benefit analyses of various options, including lease versus buy decision.

Ensures that the Purchasing Department negotiates favourable equipment lease contracts to facilitate the acquisition of district equipment (e.g., photocopy equipment)

Maintains appropriate lease records and schedules, for lease management, liability recording and budget management.

6.0 Reporting and Analysis

Prepares special reports and analyses, as required, on procurement options available to the district, such as make/ buy options, system purchasing opportunities, group purchase, etc.

Prepares regular reports on the status of purchasing activities in the district, for review by senior management.

7.0 Departmental Leadership

Provides leadership to the Purchasing Department, including development of long term directions and annual planning that promotes and supports the district mission, goals and initiatives.

Promotes a team approach to management of the purchasing function, with emphasis on customer service, employee empowerment, efficient and effective systems of management within the department, and a systemic approach to problem solving that involves other departments and schools in the process.

Works cooperatively with other departments on joint projects related to purchasing functions and responsibilities.

Provides daily direction to staff including coordination of activities, scheduling and assignment of tasks, establishment of standards, review of work, and evaluation of performance.

Ensures there is an efficient system of departmental records management.

Monitors department workloads on an ongoing basis, and develops and implements plans for the effective and efficient use of staff and resources.

Makes decisions on selection of staff for positions within the department.

Maintains a current knowledge of developments in the purchasing discipline, including related legal and contractual matters affecting the purchasing function. Ensures department staff has requisite levels of purchasing knowledge and that there are processes in place to maintain ongoing professional development.

Manages the Purchasing Department annual operating budget, including budget development, monitoring, and adjustment during the year.

Ensures physical security of assets and supplies within the Purchasing Department.

8.0 Central Receiving

Supervises the Central Receiving Depot, and ensures receiving activities are carried out accurately and in a timely manner.

Ensures services are provided to neighbouring departments as agreed.

9.0 Evaluation

Annually, the Associate Secretary-Treasurer works with the Manager to prepare an individual performance and development plan for the upcoming year.

On a regular basis, the Associate Secretary-Treasurer performs a formal evaluation of the Manager. Evaluation will be based on such factors as:

- work plan achievements for the area of responsibility;
- level of performance and development of staff reporting to the position;
- activities based on pre-determined performance criteria;

- when available, district wide assessment of performance through surveys, et cetera.

10.0 Internal Relationships

Liaises with and advises administrators, supervisors and employees in departments and schools concerning purchasing policies and procedures. Resolves problems and issues, and provides in-service training and other assistance as required.

11.0 External Relationships

Maintains liaison with other school districts, municipalities, universities and other public bodies regarding purchasing programs and activities. Liaises with or participates in professional purchasing organizations. Maintains a working relationship with government departments regarding taxation and duties issues that affect purchasing.

Greater Victoria School District

Approved: May 31, 1982
Revised: January 25, 1988
Renamed & Revised: October 28, 1991
Revised: January 26, 1982
Revised: October 26, 1998
Revised: October 21, 2013

REGULATION 2123.044

COORDINATOR - TECHNICAL SUPPORT SERVICES

General

The Coordinator, reporting to the Director of Learning Resources and Information Technology, is accountable for providing service and technological support for learning, information and communication. The Coordinator ensures the development and use of technological resources of all kinds throughout the District and that all employees in the District have easy access to the information that they need to perform their jobs effectively.

Specific Responsibilities

1.0 District Leadership

In order to achieve the District's mission, the Coordinator supports schools and departments by organizing, directing and controlling the technology required to support learning, information and communication.

Envisions, enables and encourages activities which lead to the achievement of the District mission.

Encourages the use of technology in learning in a manner that supports the development of thoughtfulness in students and staff.

2.0 Departmental Planning

Plans, organizes, directs, controls, and monitors the acquisition of technological resources.

Implements and supports the technology including, but not limited to, mainframe, mini's, P.C. workstations, communication networks, telephone and other media.

- 3.0 Staff Development** Ensures appropriate technology is made available to those requiring it to achieve the District mission.
- 4.0 Internal Relationships** Establishes and maintains cooperative and productive working relationships with all District staff.
- Provides effective and efficient management of the human and financial resources of the Department and the District.
- 5.0 External Relationships** Establishes and maintains cooperative and productive working relationships with all vendors and other contacts outside the District.
- 6.0 Evaluation** The Coordinator is evaluated by the Director of Learning Resources and Information Services on the basis of the results achieved as specifically set out in the annual job plan.

Greater Victoria School District

Approved: May 31, 1982
 Renamed & Revised: October 28, 1991

REGULATION 2123.048

COORDINATOR - INFORMATION SUPPORT SERVICES

General

The Coordinator, reporting to the Director of Learning Resources and Information Technology, is accountable for providing service and technological support for learning, information and communication. The Coordinator ensures the development and use of information resources of all kinds throughout the District and that all employees in the District have easy access to the information that they need to perform their job effectively.

Specific Responsibilities

1.0 District Leadership

Provides leadership in the software application areas necessary to enable the Learning Resources and Information Technology Department to provide District employees with easy access to information, as well as to research and recommend methodologies and acquisitions essential to satisfy the Department mandate.

Provides leadership and expertise to ensure that District information is made easily available to District staff and that global information can be accessible to students, teachers and staff.

Encourages growth in the information solutions offered in the District as well as providing the motivation and direction needed to the technical staff to effect that growth.

Encourages the use of technology in learning in a manner that supports the development of thoughtfulness in students and staff.

- 2.0 Departmental Planning** Develops effective management of the data processing resources of the Department.
- 3.0 Staff Development** Ensures improvements, changes and ongoing maintenance of the data processing structure are effected without negative impact on the District staff.
- 4.0 Internal Relationships** Creates cooperative and productive working relationships with Learning Resources and Information Services staff.
- 5.0 External Relationships** Creates cooperative and productive working relationships with suppliers of software and hardware, and any other persons in or out of the District with abilities or information that can help to achieve the District mission.
- 6.0 Evaluation** The Coordinator is evaluated by the Director of Learning Resources and Information Services on the basis of the results achieved as specifically set out in the annual job plan.

Greater Victoria School District

Approved: October 28, 1991

REGULATION 2123.049

SUPERVISOR - INFORMATION MANAGEMENT AND TECHNICAL SERVICES

General

The Supervisor of Information Management and Technical Services is responsible to the Secretary-Treasurer for the provision and management of an integrated information system. The Supervisor ensures the provision of technological systems for the storage and retrieval of data for all departments and schools.

Results Expected

Leadership	Develops a vision and plan for information management which will support decision-making in a cost-effective manner.
Service	Ensures that information services and technical support are provided to schools and departments.
Interpersonal	Establishes and maintains cooperative working relationships with all District staff, Ministry contacts and members of the community.
Management	Provides effective and efficient management of information and communication services throughout the District which will enable all employees to have access to the information needed to do their jobs.
Specific Responsibilities	Plans, organizes, supervises and monitors the work of the service team to ensure that the above results are achieved.

Ensures that the technical aspects of data processing, telecommunications and personal computing are supported and training and service are provided to district personnel.

Works with departments to coordinate the technological provision of information necessary for decisions related to budgeting, staffing, strategic planning, operational planning, communication and reporting, evaluation and assessment.

Works with schools to coordinate the technological provision of information related to the Student Information System. Supervises the reporting of required data to the Ministry of Education.

Relationships

Serves	All District schools and departments
Reports to	Secretary-Treasurer
In Cooperation with	Principals, Vice Principals, teachers and District staff
Liaison to	Ministry of Education (District Contact for Information Services)
Directly Supervises	Coordinators, technical and clerical support staff
In consultation with	Consultative, Advisory and Steering Committees, User Groups and others

Evaluation

The Supervisor is evaluated by the Secretary-Treasurer on the basis of the results achieved as specifically set out in the annual job plan.

Greater Victoria School District

Approved: April 27, 1992

Modification to this document is not permitted without prior written consent from the Greater Victoria School District.

REGULATION 2127.022

COORDINATOR OF ENROLMENT AND STUDENT INFORMATION

General

Accountable to the Secretary-Treasurer, the Coordinator of Enrolment and Student Information provides leadership and service with respect to the student enrolment process and the central database of student information. The Coordinator provides analytic support in the use of student information to determine teacher staffing levels, to support budget preparation, to investigate graduation rates and other similar analyses. The Coordinator also provides financial and statistical analysis services to support the Secretary-Treasurer and the Director of Business Services in the discharge of their responsibilities.

Specific Responsibilities

1.0 Enrolment Process

Co-ordinates the annual enrolment process, including:

- development of procedures and instructions; initiation and monitoring of the annual process;
- compilation and review of enrolment information to ensure accuracy and completeness;
- timely submission of enrolment data to the Ministry of Education, as required.

Maintains a thorough understanding of Ministry of Education funding policies and formulae, in order to ensure the submission of enrolment information to the Ministry maximizes funding to the District.

2.0 Student Information System

Ensures the data/information in the Student Information System:

- is accurate, complete and up to date;

- meets the needs of District Administration for school/student planning and analysis;
- meets the needs of School administration for timetabling and school/student planning and analysis.

3.0 Statistical Analyses and Reports

Prepares analyses and reports, as directed, using data/information, in the Student Information system and other related data, to assist Administration in activities such as:

- the allocation of staffing to schools;
- planning for the efficient and effective utilization of schools
- investigating and monitoring the graduation rate

4.0 Financial Analyses and Reports

Provides analytic support in the annual budget process.

Prepares various statistical and financial analyses, as directed.

5.0 Internal Relationships

Provides leadership to schools with respect to the enrolment process. Provides advice and service to departments, schools and the District Leadership Team with respect to student information. Maintains a close working relationship with the Business Services Department and the Human Resource Services Department in support of budgeting, financial analysis and staffing matters.

6.0 External Relationships

Liaises with the Ministry of Education regarding funding policies and formulae.

Greater Victoria School District

Approved: June 1993

Modification to this document is not permitted without prior written consent from the Greater Victoria School District.



POSITION DESCRIPTION

DIRECTOR OF LEARNING

General

The Director of Learning works together with school principals and teachers for the improvement of instruction and student learning. The Director of Learning, in collaboration with the Deputy Superintendent, supervises and coordinates a broad range of educational initiatives and professional development opportunities necessary for each school to achieve their school goals. The Director is responsible for the provision of services in support of the Strategic Plan.

Results Expected

1.0 Planning

Schools will be provided with leadership and support in developing school professional development plans that are consistent with provincial and district direction.

Schools teams and individual educators will be provided with collegial planning and support to realize their school plans and initiatives.

Schools will be supported in the development of plans, positions and procedures for the implementation of the provincial curriculum and assessment framework and new programs.

The District will be regularly provided with information and evaluations related to the effectiveness of Learning programs in realizing the District's Strategic Plan.

2.0 Leadership

Schools will be provided with support and assistance for school initiatives and school improvement.

Learning Team members will be supervised to provide a high quality of service that supports district and school learning plans.

The District will be provided with leadership in professional development opportunities for educational change to support the goals in the District's Strategic Plan.

The District will be provided with information and advice on trends, developments and innovations in education.

The District will be provided with coordination and support for the Education Policy Directions Committee.

The District will be provided with the design and coordination of support for Early Learning initiatives.

3.0 Superintendent

Ensures the Superintendent is kept informed of provincial and district curricular and program developments and activities.

Provides the Superintendent with formal information on professional development opportunities and the work of the Learning Team.

4.0 Internal Relationships

Develops positive working relationships to encourage advancement of the district's mission between and amongst:

- other members of the District Leadership Team
- district coordinators and supervisors
- Principals and Vice Principals
- members of the Greater Victoria Teachers' Association
- members of the Canadian Union of Public Employees (CUPE 382 and 947)
- members of the Victoria Confederation of Parent Advisory Councils
- members of the Allied Specialists' Association

Works to address and solve problems and conflicts, as they may arise, in a fair and judicious manner.

Treats others with courtesy and respect.

5.0 External Relationships

Communicates with parent and other community groups about the development and changes in provincial and district programs. Establishes and maintains effective

working relationships with Ministry of Education, post-secondary institutions and other supporting educational agencies, such as Success by 6 and the READ Society.

Coordinates and works with community partners on the development of the Community Literacy Plan.

6.0 Developments in Education

Identifies and communicates emerging trends and requirements relating to student learning.

Demonstrates an understanding of the current research and developments in the field of education.

7.0 Financial and Administrative Management

Oversees the development of, and as it relates to the district Strategic Plan, an annual budget for the integration of services to schools.

Ensures that funds allocated are efficiently used and are consistent with Board budgetary guidelines.



POSITION DESCRIPTION

COORDINATOR - FIRST NATIONS PROGRAM

General

The Coordinator for First Nations Program is accountable for focusing on the provision of program services in cooperation with schools through District-wide coordination. Coordination will entail the function of development, implementation and monitoring.

Specific Responsibilities

- | | |
|-----------------------------------|--|
| 1.0 District Leadership | <p>Provides advocacy and advice for First Nations programs, including Skill Development, Counselling, First Nations Studies, First Nations Art, and First Nations Awareness programs at all levels.</p> <p>Develops and monitors plans for the improvement of services to First Nations students.</p> <p>Coordinates the work of the First Nations Advisory Committee.</p> |
| 2.0 Program Implementation | <p>Provides clear direction for the implementation of programs of learning.</p> <p>Coordinates the efforts of schools to plan and carry out effective implementation processes.</p> |
| 3.0 Staff Development | <p>Assesses and reports on implementation plans. Assists schools, other District directors and coordinators, committees, and parents to develop programs and activities, including in-service, appropriate to the needs of First Nations students.</p> |
| 4.0 Relationships | <p>Develops and maintains positive, collaborative working relationships with school and District staff.</p> <p>Initiates and maintains productive working relationships with outside educational agencies, First Nations organizations and the general community.</p> |

Updated November 4, 2016

5.0 Evaluation

The Coordinator is evaluated by the Deputy Superintendent on the basis of the results achieved as specifically set out in the annual job plan.

6.0 Budget

Oversees the development of the annual First Nations Education budget, and ensures that funds are allocated to support the implementation of First Nations Education Programs throughout the District.



POSITION DESCRIPTION

DISTRICT PRINCIPAL LANGUAGES AND MULTICULTURALISM

General

The Coordinator of Languages and Multiculturalism is responsible for District-wide coordination of French Immersion, Second Languages, English Language Learning, and Multiculturalism. Coordination will entail program development, implementation and monitoring.

Specific Responsibilities

- 1.0 District Leadership** Provides advocacy and advice for K-12 schools in the areas of:
- French Immersion
 - French as a Second Language
 - Second Languages
 - English Language Learning
 - English as a Second Dialect
 - Multiculturalism
- Develops and monitors plans for program improvement including resource acquisition.
- Coordinates the French Advisory Committee.
- Collaborates with the Human Resources Department in the hiring process.
- 2.0 Program Implementation** Provides clear direction and support for the implementation of programs of learning.
- Coordinates the efforts of schools to plan and carry out effective implementation processes.
- Assesses and reports on implementation plans.

- 3.0 Staff Development** Works with committees and schools on program development and implementation initiatives.
- 4.0 Relationships** Develops and maintains positive, collaborative working relationships with school and District staff.
- Initiates and maintains productive working relationships with outside educational agencies and organizations.
- 5.0 Evaluation** The District Principal is evaluated by the Associate/Deputy Superintendent.



Deputy Superintendent's Office

556 Boleskine Road,
Victoria, British Columbia, V8Z 1E8
Fax 250-475-4112

Shelley Green, Deputy Superintendent

250-475-4117

Date: November 14, 2016

To: Operations, Policy and Planning Committee

From: Shelley Green,
Deputy Superintendent

Re: Parent Education Fund

For the 2016 - 2017 school year the Board of Education once again established a Parent Education Fund to support parent education opportunities. As per last year, each individual PAC could apply for up to \$250 for the 2016-17 school year. Criteria were developed for the requests to be reviewed and evaluated and PACs were advised that they should submit their application by October 21st, 2016.

A total of \$7,000 was set aside for the 2016-2017 school year.

We currently have approved 20 requests for the Parent Education Funds and the total spending for the Parent Education Fund in the 2016 -2017 school year will be \$5,000.

2016-17 Parent Education Fund

School	Grant \$
Esquimalt	
Lambrick	✓
Mt. Doug	
Oak Bay	Possible App
Reynolds	✓
SJ Willis	
Vic High	✓
Arbutus	✓
Cedar Hill	✓
Central	✓
Colquitz	
Glanford	
Gordon Head	
Lansdowne	
Monterey	
Rockheights	Joint application with Shoreline
Shoreline	Joint application with Rockheights
Braefoot	✓
Campus View	
Cloverdale	✓
Craigflower	✓
Doncaster	
Eagle View	Joint application with Strawberry Vale
Frank Hobbs	
George Jay	
Hillcrest	
James Bay	
Lake Hill	✓
Macaulay	✓
Margaret Jenkins	
Marigold	
McKenzie	
Northridge	✓
Oaklands	✓

2016-17 Parent Education Fund

School	Grant \$
Quadra	
Rogers	
SJD	✓
South Park	
Strawberry Vale	Joint Application with Eagle View
Tillicum	
Torquay	
Vic West	✓
View Royal	
Willows	✓

Total - **20** Grants

Total to be disbursed = 20 X 250 = **\$5000**

Parent Education Fund for the 2016-17 School Year

School Name	Description for use of funds	Estimated Cost	\$ requested	Contact Person
Arbutus	<p>Mental Wellness evening: A discussion for parents around these questions concerning anxiety in students:</p> <ul style="list-style-type: none"> . When do I need help? (natural anxiety vs. symptoms of unhealthy anxiety levels) . How do I get help? . What can the schools provide? What are the school's limitations? . What are some proactive strategies/quick tips for protection and care? . What are reasonable expectations for care? <p>On this panel we hope to have:</p> <ul style="list-style-type: none"> . a counsellor who focusses on student anxiety . a parent who has a child who suffers from anxiety and has received help to speak to the process . an Occupational Therapist with some practical tips . a school representative (principal(s)?) . Health/Phys Ed teacher to speak on what the curriculum is teaching . someone who understands how the issues of ethnicity/culture inform levels of acceptable anxiety <p>Anxiety and mental health is a concern for parents, teachers and administration within our schools. We aim to open a discussion around mental wellness with help from experts in the field. It is our hope that with parent interest we can follow up with future evenings of a round table format on topics of interest such as anxiety, addictions, anger, depression and such. The evening will be advertised through email and newsletter to Arbutus, Mt. Doug, Lambrick Park and Gordon Head schools. We anticipate around 250 participants.</p>	\$850	\$250	agms.pac@gmail.com

Parent Education Fund for the 2016-17 School Year

School Name	Description for use of funds	Estimated Cost	\$ requested	Contact Person
Braefoot Elementary	<p>One of Braefoot PAC's initiatives is to support parents in their child's education. Through discussions with parents and educators, the PAC has identified several topics of concern/interest that impact children's education. To stimulate action and discussion between parents and educators, we are hoping to host several presentations at the school. Presentations for this year will be:</p> <p>1) BCTF - Explaining the new curriculum 2) UVIC Speakers' Bureau - <i>Changing for Good: Choice for Creating a Healthy Living School</i> 3) UVIC Speakers' Bureau - <i>Video Games and Learning</i></p> <p>The benefits of offering these opportunities is that they can bring together the parent community and open up the discussion on these topics and beyond, which will undoubtedly improve the connectedness and culture of the school and community. Total estimated number of attendees: 100 -120 for all 3 presentations.</p>	\$250	\$250	sduvall@sd61.bc.ca
Cedar Hill	<p>The PAC would like to invite Nikki Lineham, math guru and co-founder of Education Now, to a parent's night to provide parents and guardians of our school, and other middle schools, a guideline and overview to enhance their/our understanding of the new hands-on methods of math learning. It will greatly help parents' understanding of the new math teaching methods, and help us help our children. This will be a PAC-school hosted invite to our family of schools, promoted on our PAC and school websites. We anticipate around 100 attendees.</p>	\$250	\$250	Emmacatherine50@hotmail.com

Parent Education Fund for the 2016-17 School Year

School Name	Description for use of funds	Estimated Cost	\$ requested	Contact Person
Central	<p>The Central PAC would like to host 2 evenings with Educator Nikki Lineham. This PAC initiative is to provide education for parents around how math is being taught, what the provincial curriculum is and how to support students' learning at home. Nikki will make 2 presentations which will cover middle school math. Parents can attend 1 or both evenings. Nikki has presented at our school in the past and parents have asked to have her return this year. Also, teachers who have attended Nikki's workshops are using her methods in their classes. We will advertise through our own school community with newsletters to home and through teachers so that they can also pass along info to parents. We will also post flyers at the school and arrange to have the info put on the outside school sign. We will also extend an invitation to feeder elementary schools and other middle schools in the area. Total estimated number of attendees is 30-50 X 2 nights.</p>	\$350	\$250	Heather Thomas: thomases@shaw.ca
Cloverdale	<p>Each year the Cloverdale PAC hosts between 4-5 free Parent Information Nights in which all parents/guardians are invited to attend. The topics are those that are of interest to parents. School staff is also invited to attend these events. Parent Info Nights provide an excellent opportunity to create a strong sense of connectedness and community within our school culture, while providing parents with access to information and resources related to education and parenting. Cloverdale would like to send up to 3 parents to the Vancouver Island Conference in February. The theme this year is: <i>Connecting the Dots: School, Home and Community</i>. At our Parent Information Nights, and as well as our regular PAC meetings, we will include the information presented at the conference. Based on past CTS Parent Information Nights and PAC meetings, we estimate approximately 30 attendees.</p>	\$220	\$250	Starr Munro: cts.pac@vcpac.ca

Parent Education Fund for the 2016-17 School Year

School Name	Description for use of funds	Estimated Cost	\$ requested	Contact Person
Craigflower	One of our school goals is to increase Reading Comprehension. We are doing this using Adrienne Geer strategies from her Reading Power Book. We would like to have the parents come to an evening session so that we can share the strategies with the parents so that they know how to help their child(ren) at home. We would like to hold this once every 6 weeks or so, that way we can do just one or two strategies at a time. We know that in this community, the way to get parents and family out is with food.	\$250	\$250	alice_charlie72@hotmail.com
Eagle View (see Strawberry Vale)			\$500 shared with Strawberry Vale	
Lake Hill	The Lake Hill PAC would like to bring in security expert Darren Laur ("The White Hatter") for his two-hour presentation, <i>Internet Safety for Parents</i> . With the ever-increasing use of technology by children and the speed with which the Internet and its applications change, parents need to know how to keep their children safe and improve their privacy. Mr. Laur is renowned as a speaker who is both informative and entertaining. We will promote this session to parents through email, the principal's weekly newsletter, and the PAC Facebook page. We are also considering collaborating with the PAC of another nearby school to extend the reach of the education and to share the cost not covered by the grant. Total estimated number of attendees: 50 - 75.	\$600	\$250	lakehillpac@gmail.com

Parent Education Fund for the 2016-17 School Year

School Name	Description for use of funds	Estimated Cost	\$ requested	Contact Person
Lambrick Park	<p>The Lambrick Park PAC would like to host an information session on Mental Health and Anxiety involving our school community, family of schools, parents, staff and students, to be held in early 2017. This talk and forum would be in accordance with our healthy school and inclusivity mandates. We see this topic as a prevalent concern during the transition to high school and the planning for post-secondary, but its roots start in elementary and there is still too little discussion on how to recognize signs, coping strategies and outlets for help. We will promote the event through posters, emails and our Facebook posts. The invitation for attendance will be forwarded to our school community and Saanich Recreation. We are in the process of securing a key-note speaker and perhaps a panel from various organizations for questions. We hope to have 50 -100 attendees.</p>	\$300	\$250	lisawoo@telus.net
Macaulay	<p>The Macaulay PAC would like to use the PEF for registration to the 2017 Vancouver Island Parent Conference. The VIPC takes place in February. Several parents from our community have attended the conference in the past and it always provides inspirational, relevant and knowledgeable speakers. Macaulay has a very diverse community, with families from different socio-economic backgrounds and different cultural backgrounds. Covering registration for this conference allows parents who may not be able to afford the fee to attend this conference. We will be promoting this event within our parent community via announcements at PAC meetings, newsletter and email distribution. If more than 4 parents are interested in attending this conference, we will offer up the tickets via lottery, with parents who have not attended in the past receiving higher priority.</p>	\$320	\$250	macaulaypac@gmail.com

Parent Education Fund for the 2016-17 School Year

School Name	Description for use of funds	Estimated Cost	\$ requested	Contact Person
Northridge	Northridge PAC is interested in offering Part 2 of either of the 2 presentations we have already had, i.e., Parent 2: <i>Safe Kids for Parents (Sexual Exploitation Prevention)</i> by Sheepdog Self Protection Inc., or <i>The Parent Child Connection</i> by Allison Rees of Life Seminars. The PAC plans to have one of these presentations at our school in April, 2017. We will advertise through the school newsletter, posters, and the VCPAC newsletter. Estimated number of attendees is 25 - 30.	\$250 - \$525	\$250	Carol Tickner: ctickner@shaw.ca
Oaklands	Our PAC brings in guest speakers 2-4 times per year. The speakers are chosen based on parent interest (solicited at one of our Fall general meetings) and previous popularity. This year we are focusing on digital media, sexual health, and healthy schools. Our anticipated number of attendees is 50.	\$450	\$250	victoria.oaklands.pac@gmail.com

Parent Education Fund for the 2016-17 School Year

School Name	Description for use of funds	Estimated Cost	\$ requested	Contact Person
Reynolds	<p>Our PAC initiative is to reach all parents in our school, and empower them with proper tools and skills so they can best support their child's education. We want everyone to feel like a part of the Reynolds School Community. Any time PAC has the opportunity to bring in speakers and programs that are a draw to all parents, not just regular PAC meeting attendees, it is a big win for everybody. It is also a way to bring all these sub groups within our school together; it connects us. This is the topic we would like to put on at our school: <i>Career Planning - Ideas for the Future</i> . This would be held in January. We have had requests in the past for this topic as students are trying to decide what path they should take now to set them up for a successful transition after grad. This is for grades 9-12 parents. As students enter high school, they are already looking at routing and course paths. It can be overwhelming and again cause unnecessary stress. We feel this fully aligns with the school and school district goals. This program will be advertised through Twitter, Facebook, newsletters and on the school web page. Posters and signage will also be in place outside the school building. We anticipate 150 attendees for all 3 presentations.</p>	\$360	\$250	Shellayne Vos: ninetwo8@me.com
Rockheights (see Shoreline)			\$500 shared with Shoreline	

Parent Education Fund for the 2016-17 School Year

School Name	Description for use of funds	Estimated Cost	\$ requested	Contact Person
<p>Shoreline (jointly sponsored with Rockheights MS)</p>	<p>The Shoreline PAC is applying for a grant to have a speaker address Internet safety for schools. The pervasive access and use of the Internet and social media exposes children to emotional, psychological and physical risks and negative consequences. Children and youth are vulnerable because they lack knowledge and awareness of how these technologies can harm them. Many parents as well lack the knowledge of the risks their children face and lack strategies to be proactive. This workshop, which has been provided in previous years, offers useful and relevant information to diverse families who share concerns about social media and Internet safety of their children and fellow students. The presenters have backgrounds in both law enforcement and psychology. This activity aligns with the school and school district goals, as it contributes to individual student safety and a safe environment for all students. Topics that will be addressed include: Internet and social media facts, online trends among youth, values and ethics online, and safety with respect to chat rooms, web cam use and more. This request is made in conjunction with Rockheights Middle School and will be a jointly sponsored and attended event. Other local elementary schools will also be invited. The event will be promoted through school newsletters an the PAC. The session will be provided by Personal Protection Systems Inc. The number of estimated attendees is about 50.</p>	<p style="text-align: right;">\$1,500</p>	<p style="text-align: center;">\$500 Shared with Rockheights</p>	<p style="text-align: center;">skdarling@shaw.ca</p>

Parent Education Fund for the 2016-17 School Year

School Name	Description for use of funds	Estimated Cost	\$ requested	Contact Person
Sir James Douglas	<p>Topic: <i>Internet/Social Media Safety Education and Digital Literacy.</i> The presenters feel that parents are the foundation when it comes to youth online interactions. The program offers insight into the world of social media, along with valuable tools to help parents navigate this topic area. Computers are part of our children's lives, both in and out of school. Although as adults we may have a command of social media and all that the Internet has to offer, the way our children use these tools leaves many parents confounded. When this topic was proposed at our PAC meeting, there was consensus amongst the audience that this would be a useful parent education presentation topic. We have contacted Personal Protection Systems Inc., a local company with significant experience presenting to parents and students on the topic of Internet security. We have booked them to present this workshop in February, 2017. Social media, the school and PAC website, posters, newsletters and collaboration with PACs of our family of schools will be used to promote this event. Anticipated number of attendees will be 50.</p>	\$630	\$250	pacsjd@gmail.com

Parent Education Fund for the 2016-17 School Year

School Name	Description for use of funds	Estimated Cost	\$ requested	Contact Person
<p>Joint Application between: Strawberry Vale / Eagle View</p>	<p>The Strawberry Vale PAC has been hosting parent education workshops since the 2014-15 school year. Parent engagement and involvement is a primary goal of our PACs and this is supported by both schools. One of our Executive PAC members has identified childhood anxiety as a key area of interest within our parent groups. The concern around this issue has also been raised by the schools. Julie-Anne Richards is a registered clinical counsellor we have secured as a presenter on this topic. Her presentation is called: "Childhood Anxiety: Empowering Strategies and Effective Support." The presentation will be promoted within the school communities via PAC meetings, posters, email, school newsletters and an online registration system. The event has already been marketed at one school and within 36 hours all 60 spots for that school were filled. Once advertising has been put in place for the other school, we anticipate the same kind of response. We also would like to host a second Parent Education Night in the New Year, this time focusing on 2 subjects: Internet Safety and a Parent Math Night. Total estimated number of attendees for both nights - 100.</p>		\$500	<p>Strawberry Vale contact: Kristina Andrew - krike.misty@gmail.com EVE contact: Marni Vistisen-Harwood - marnivistisenharwood448@gmail.com</p>

Parent Education Fund for the 2016-17 School Year

School Name	Description for use of funds	Estimated Cost	\$ requested	Contact Person
Victoria High	<p>Our PAC has identified a need to support parents and families as they address the challenges of gender fluidity. As our society becomes more aware and accepting of gender differences, families are compelled to negotiate the social and emotional challenges that come with this upheaval of traditional gender roles. As loving and supporting as parents may wish to be, their intentions are often offset by their own social conditioning. As a result, parents and families frequently experience mixed feelings and various degrees of conflict as they adjust to expressions of gender fluidity. In addition to these complex family dynamics, families must also address the typical issues of adolescence that frequently polarize parents and their children. With this combination of pressures, it is not surprising that many families experience crisis as issues of gender fluidity arise. As a community, we know the value of support networks as families raise children. For this reason, we wish to use the available funds to offer a workshop facilitated by a professional with expertise in this area of child and youth care. It is our hope that while receiving valuable information, parents and families will learn that they are not alone in their struggles. This message is important as many families suffer from feelings of alienation when coping with the challenges of parenting. This initiative is aligned with district goals to develop a culture of inclusiveness for all individuals, regardless of gender identity, etc. To date, our plan for implementation involves hiring a local professional to lead a workshop/seminar for members of our community. We plan to extend our invitation to include other district schools via all available sources of communication. At this time, the number of attendees is unknown.</p>	\$250	\$250	callo.esther@gmail.com

Parent Education Fund for the 2016-17 School Year

School Name	Description for use of funds	Estimated Cost	\$ requested	Contact Person
Vic West	<p>For this PAC initiative, we are planning to have a parent workshop in the spring 2017, facilitated by Lisa Baylis, offered free of charge to our parents, on enhancing wellness through the practice of mindfulness. The administrator of our school, Marla Margetts, is working closely with Lisa on setting this up. Having a parent workshop every spring is a tradition we would like to set in motion as a yearly endeavour. Our school's theme of learning and growing together will be greatly furthered by having a workshop on mindfulness that creates an environment of personalized learning through critical thinking and self-care techniques for parents, and in turn, our children. The varied benefits of learning new emotional and mental wellness practices, as well as coping strategies, is a legacy that we wish to pass on to our parent and children of Vic West. We will promote the workshop with mixed media sources, including posters, notices on the PAC board and on our PAC Facebook page. We anticipate the number of attendees to be about 50.</p>	\$400.00	\$250	vicwestpac@gmail.com

Parent Education Fund for the 2016-17 School Year

School Name	Description for use of funds	Estimated Cost	\$ requested	Contact Person
Willows	<p>Our goal is to invite Jennifer Gibson, Coordinator of Community Education Services within Island Sexual Health Services, to speak to our parent body about sexual health. We think that parents' lives are so busy with day-to-day tasks that they may miss out on opportunities to teach their children about sexual health in a healthy and responsible way. We would love for Jennifer to help parents take the awkwardness out of these conversations and to use age appropriate descriptions for our kids. An ease of dialogue between child and parent on the topic of sexual health is vital to the healthy development of the child. Children need to be comfortable expressing their curiosity around sexuality and parents need to be equally comfortable in handling that. Some parent education around this topic will benefit everyone involved, not just for the short term, but for a lifetime. The PAC will promote this event across our social media platforms (Facebook and Twitter), on our school website and in our school newsletter. The approximate number of attendees is 50.</p>	\$220	\$250	willowspac@gmail.com

Total funding request amount = **\$5000**

Total Grants = **20**



TO: Operations, Policy and Planning Committee

FROM: Dave Thomson, Principal, Oak Bay High School

DATE: November 2, 2016

RE: **Request to Name the Basketball Court in the Teaching Gym at Oak Bay High "The Don Horwood Court"**

Don Horwood taught at Oak Bay High School for 10 years with a brief hiatus to earn his Master's Degree from the University of Alberta. While at Oak Bay, Don's teams were consistent provincial tournament competitors and won 3 provincial championships.

In 1983, Don was hired by the University of Alberta as head basketball coach. In 26 years, until he retired in 2009, he earned 3 national championships and was recognized as the Canadian Interuniversity Sport (CIS) coach of the year on 3 separate occasions.

Don's name has been endorsed by alumni, staff, community and the mayor and council of Oak Bay, as well as having the support of Don's family. Given his reputation as a great teacher of the game, attaching Don's name to our basketball court is very appropriate.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve naming the basketball court in the teaching gym at Oak Bay High School "The Don Horwood Court".

Thank you for your consideration.

Dave Thomson
Principal

Richard Fast
Athletic Director

POLICY 1421

NAMING SCHOOL SITES

The Greater Victoria Board of Education may, with the support of the school community, name a school site or portion thereof:

1. for a person deemed to have made a significant contribution to the school or the larger community.
2. for a place of local historical or geographical significance.

The Greater Victoria Board of Education may, at any time, remove the name of a school site or portion thereof.

Greater Victoria School District

Adopted: June 25, 1984

Revised and Renamed: February 27, 1995

Revised and Renamed: February 15, 2010



The Greater Victoria School District is committed to each student's success in learning within a responsive and safe environment.

REGULATION 1421

NAMING SCHOOL SITES

When naming a school site, the Board of Education of School District No. 61 (Greater Victoria) will appoint a committee to recommend a suitable name. This will be done pursuant to Policy and Regulation 1163 - Consultation.

The school community may request that the Greater Victoria Board of Education approve a specific name for the school site or portion thereof. The request must be accompanied by a report detailing the results of a consultative process carried out pursuant to Policy and Regulation 1163 - Consultation.

When a school site or portion thereof is to be named after a deceased person, the committee, wherever possible, will seek the consent of the closest surviving relative.

Greater Victoria School District

Adopted: February 27, 1995

Revised and Renamed: February 15, 2010



OFFICE OF THE
SECRETARY-TREASURER

556 BOLESKINE ROAD, VICTORIA, BRITISH COLUMBIA V8Z 1E8
PHONE (250) 475-4108 FAX (250) 475-4110

TO: Operations, Policy and Planning Committee

FROM: Mark Walsh, Secretary-Treasurer

DATE: November 14, 2016

RE: **REGULATION 3323, PURCHASING SERVICES (Formerly SOLICITING PRICES - TENDERS OR QUOTATIONS)**

Regulation 3323 has been renamed and revised taking into consideration current procedures now in place in our school district, a review of the purchasing regulations of other entities including the Surrey, Vancouver, Burnaby, Langley and Coquitlam school districts, Capital Regional District and Camosun College, and comments made by our auditors KPMG. KPMG has provided feedback indicating that the increase in the tendering threshold to \$50,000 is appropriate given the size of the school district and comparable entity thresholds.

This item is provided for information.

REGULATION 3323

PURCHASING SERVICES

A. General

1. Purchasing Services shall be responsible for the procurement of goods and services for the School District. While Purchasing Services is the only group who may legally enter into a contract with suppliers for goods or services, they may on a discretionary basis delegate this authority under specific circumstances.
2. Purchasing Services may delegate authority to purchase certain goods or services to other departments and/or schools. Nonetheless, purchasing must be conducted following established procurement procedures. Failure to follow procedures may negate the School District's responsibility to pay for the goods or services.
3. Purchasing shall be centralized to establish controls over public funds and to effect the procurement of goods and services at the best possible value. Control shall be attained through standardization of procedures with regard to ordering, recordkeeping, receipt of goods, quality control, prompt payment of invoices, and supplier relations. Optimizing dollar investment shall be attained through systems contracting, competitive bids, aggregation of demand, participation in cooperative purchasing groups, utilizing Corporate Supply Agreements (CSAs), and discretionary delegation of purchasing authority.
4. To carry out their responsibility in a cost-effective and timely manner, Purchasing Services shall use several different procurement methods to minimize the total cost of goods and services. Purchasing Services will use the Provincial Shared Services BC procurement contracts

where applicable. All employees must follow the Board's purchasing procedures to ensure expedient handling of purchase requests.

5. Purchasing Services has full authority to question the quality and kind of material, goods and services requested, in order to serve the best interest of the School District.

B. Supplier Relations

1. Requests for prices or for services, and all purchases, except in those cases where authority to purchase goods or services has been delegated, must be made through Purchasing Services.
2. Only Purchasing Services or its designate shall make commitments to suppliers, disclose product preference or price, or conduct negotiations.
3. All communication with suppliers shall be conducted through Purchasing Services, except in those cases where Purchasing has delegated this authority because of the technical nature of the correspondence. In these instances, Purchasing Services shall be copied on the communication.

C. Procurement Methods

1. Purchasing Services may use a variety of procurement methods to ensure the best value to the District. These may include: requests for quotation, requests for tender, requests for proposal, requests for qualifications, requests for information, and requests for expressions of interest.
2. Procurement opportunities may be advertised through an electronic notice board, such as the provincial government's BC BID website.
3. Sealed solicitations received by Purchasing Services up to the deadline specified in the request shall be opened by an opening committee, comprised of two members of the Purchasing Services department. Where applicable, the opening will be conducted in public.
4. Sealed solicitations received by Purchasing Services after the specific deadline shall be rejected and returned unopened to the bidder/proponent.

D. Procurement Thresholds

Purchasing Services shall solicit prices from suppliers for goods or services in the following manner:

1. An item or group of items estimated to cost under \$10,000 - at the discretion of Purchasing Services - by obtaining two written quotations.
2. An item or group of items estimated to cost between \$10,000 and \$50,000 - by obtaining three written quotations.
3. An item or group of items estimated to cost more than \$50,000 - by sealed tender or Request for Proposal.

Exceptions to quotations and sealed bid requirements:

- Only one bidder is capable of providing the goods or services
- The goods or services require compatibility with existing goods or services, or may void any warranties or guarantees
- Pricing has been established by another public agency or cooperative purchasing group
- Staff, student, or public safety is in question
- There is an urgent need for the purchase to prevent damage to School District facilities
- Essential services or essential physical plant services will be restored

In these circumstances, with the approval of the Secretary-Treasurer, direct quotations may be obtained and contracts awarded.

E. Standing Purchase Orders

When materials or services are purchased on a repetitive basis, but the need for the goods or services cannot be predicted, Purchasing Services may issue a Standing Purchase Order to a supplier after consulting with the departments and/or schools concerned.

1. Standing Purchase Order requests shall be submitted to Purchasing Services.

2. After selecting a supplier, a Standing Purchase Order will be issued stating an estimated dollar value, the specific goods or services covered, and the expiration of the term.
3. Standing Purchase Orders cannot be used to purchase equipment that exceeds the value of \$500 per unit cost.

F. Emergency or Rush Orders

Occasionally, there is an urgent need for goods or services that cannot be handled by other order processes. When a purchase order must be issued immediately, the end user department/school may call Purchasing Services and make arrangements to have the purchase requisition faxed or hand delivered in a manner that will expedite the purchasing process.

G. Corporate Purchasing Cards

1. The Corporate Purchasing Card is used for the procurement and payment of goods and services within delegated purchasing authorization limits, where it is efficient, economical and operationally feasible to do so. The Purchasing Card is strictly for School District No. 61 (Greater Victoria) business purposes.
2. With the written approval from an employee's Principal or Supervisor, an employee may make application to the District Purchasing Card Administrator for a Purchasing Card.
3. Specific instructions for the use of purchasing cards are distributed to each new cardholder and cardholders must sign a cardholder agreement binding them to follow appropriate procedures.
4. Principals/Supervisors review and approve cardholders' monthly transactions and ensure that receipts for each transaction reconcile to the purchases made on the Purchasing Card.
5. The District Purchasing Card Administrator reviews daily transactions for appropriate usage.
6. Purchasing Cards are surrendered to the District Purchasing Card Administrator upon retirement or termination of employment.

H. Purchase Requisitions

Requests for goods or services not covered by a Standing Purchase Order or the discretionary delegated purchasing authority are to be submitted to Purchasing Services, either as an electronic purchase requisition through the Purchase Order Management (POM) module of the District's financial system or as a hard copy purchase requisition. Appropriate signing authorization and a valid school/department account number must accompany all purchase requests.

I. Service Levels

Purchasing Services shall issue a Purchase Order to a supplier within four (4) working days from the date of receipt of a properly completed Purchase Requisition, where the cost of the goods or service do not require Purchasing to initiate a tender or other solicitation method and the goods or services are clearly defined.

When the procurement of goods or services requires written competitive responses, Purchasing Services shall establish a time schedule with the requisitioner, consistent with the complexity of the request.

J. Surplus Disposal

All assets are owned by the School District and are under the care, custody and control of a particular school or department. Purchasing Services is responsible for the disposal of surplus assets. Any proceeds realized by the sale of items through public auction will be transferred to the school or department.

Where equipment or materials are considered surplus to the needs of the School District and are expected to have resale value, Purchasing Services may direct these items to be dealt with in any one of the following ways:

- Following an assessment of condition by Facilities Services, the items may be kept and stored for possible use or transfer within the School District. Schools and departments may contact Facilities Services for a list of available items held in storage.
- Used as a trade-in to reduce the purchase cost of new replacement items
- Offered for sale through a public auction, such as the Province of BC Asset Investment Recovery Service

Where equipment or materials are considered surplus to the needs of the School District and do not have resale value, Purchasing Services may direct these items to be dealt with in any one of the following ways:

- Donated to a suitable organization, such as the ReStore or the Compassionate Resource Warehouse
- Salvaged for parts
- Scrapped/recycled in the most environmentally sensitive manner

Furniture, equipment, vehicles or materials will not be sold to School District employees unless they are the successful bidder in a public auction process.

K. Freedom of Information and Protection of Privacy Act

Purchasing Services will release tender/proposal information in accordance with the Freedom of Information and Protection of Privacy Act.

L. Standardization

Equipment and supplies will be standardized to ensure maximum value is attained where practical and beneficial.

Consideration will be given to potential savings, ease of maintenance, continuity of supply, training costs, environmental impact, and overall life cycle value.

M. Conflict of Interest

No employee of the School District shall engage in or have a financial interest, directly or indirectly, in any activity that conflicts or raises a reasonable question of conflict with his/her duties and responsibilities.

It shall be a conflict of interest when an employee knowingly participates directly or indirectly in the procurement of goods or services when:

1. An employee or member of the employee's immediate family, business associate, or close friend has a financial interest in the purchase;
2. An employee uses the influence of position or demands or accepts favours or services from any individual, organization or corporation that would result in a financial benefit to the employee or member of the employee's immediate family, business associate, or close friend.

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Employees must make full disclosure to the Secretary-Treasurer of any situations that place them in a position where a conflict of interest may exist between their duties to the District and their personal interests.

Employees shall not provide product endorsements without the approval of the Secretary-Treasurer.

Reasonable hospitality is an acceptable courtesy of a business relationship where the frequency and nature of gifts or hospitality accepted is not deemed to have an influence on business decisions. Gifts (other than items of small intrinsic value), gratuities and entertainment accepted from an individual, organization or corporation seeking to do business with the District shall be deemed a conflict of interest.

Greater Victoria School District

Approved: April 1970

Various revisions:

Revised: March 1982

Revised: July 1984

Revised: January 2000

Revised: November 2016

Modification to this document is not permitted without prior written consent from the Greater Victoria School District.

REGULATION 3323

PURCHASING SERVICES

A. General

1. Purchasing Services shall be responsible for the procurement of goods and services for the School District. While Purchasing Services is the only group who may legally enter into a contract with suppliers, ~~vis-a-vis the purchase order~~, for goods or services, they may on a discretionary basis delegate this authority under specific circumstances, ~~(e.g. Prepaid Purchase Orders)~~.
2. Purchasing Services may delegate authority to purchase certain goods or services to other departments and/or schools. Nonetheless, purchasing must be conducted following established procurement procedures. Failure to follow procedures may negate the School District's responsibility to pay for the goods or services.
23. Purchasing shall be centralized to establish controls over public funds, and to effect the procurement of goods and services at the best possible value price. Control shall be attained through standardization of procedures ~~with regard to, respecting~~ ordering, record keepings, receipt of goods, quality control, prompt payment of invoices, and supplier relations. Optimizing dollar investment shall be attained through systems contracting, competitive bids, aggregation of demand, participation in cooperative purchasing groups, utilizing Corporate Supply Agreements (CSAs), and discretionary delegation of purchasing authority.
34. To carry out their responsibility in a cost-effective and timely manner, Purchasing Services shall use several different procurement methods to minimize the total cost of goods and services. Purchasing Services will use the Provincial Shared Services BC procurement contracts

where applicable. All employees must follow the Board's purchasing procedures to ensure expedient handling of ~~the~~ purchase requests.

45. Purchasing Services has full authority to question the quality and kind of material, goods and services ~~requested~~~~asked for~~, in order to serve the best interest of the School District.

B. Supplier Relations

1. ~~All R~~requests for prices or for services, and all purchases, except in those cases where authority to purchase goods or services has been delegated, must be made through Purchasing Services.
2. Only Purchasing Services or its designate shall make commitments to suppliers, disclose product preference or price, or conduct negotiations. ~~Supplier representatives shall only be received in other departments or schools at the request of Purchasing Services. If it is necessary for the requisitioner to interview a Supplier representative regarding special details about their product, the appointment shall be arranged through Purchasing Services.~~
- ~~3. Purchasing Services is responsible for committing the School District on the source of supply for any product or service. To avoid a situation which might in any way put the School District in an awkward position, only Purchasing Services or its designate shall make commitments to suppliers, or disclose product preference or price.~~
34. ~~—~~ All communication ~~response~~ with suppliers shall be conducted~~directed through~~ Purchasing Services, except in those cases where Purchasing has delegated this authority because of the technical nature of the correspondence. In these instances, Purchasing Services shall be receive ~~copies~~ of the communication~~response~~.

C. Procurement Methods

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1. Purchasing Services may use a variety of procurement methods to ensure the best value to the District. These may include: requests for quotation, requests for tender, requests for proposal, requests for qualifications, requests for information, and requests for expressions of interest.
2. Procurement opportunities may be advertised through an electronic notice board, such as the provincial government's BC BID website.
3. Sealed solicitations received by Purchasing Services up to the deadline specified in the request shall be opened by an opening committee, comprised of two members of the Purchasing Services department. Where applicable, the opening will be conducted in public.
4. Sealed solicitations received by Purchasing Services after the specific deadline shall be rejected and returned unopened to the bidder/proponent.
- ~~5. Purchasing Services shall conduct all adjustment negotiations.~~
- ~~6. Purchasing Services may delegate authority to select goods or services to other departments and/or schools. Nonetheless, purchasing must be done on the School District's approved purchasing documents, and these documents must be processed through Purchasing Services following the established procurement procedures. Failure to follow procedures will negate the School District's responsibility to pay for the goods or services.~~

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DC. Tenders and Quotes Procurement Thresholds

1. ~~————~~ Purchasing Services shall solicit prices from suppliers for goods or services ~~s~~ in the following manner:

~~————~~ 1.a) ~~An item or group of items estimated to cost under An item or group of items estimated to cost less than \$10,000 - at the discretion of Purchasing Services - by obtaining up to two written quotations.~~

2.

~~————~~ b) ~~An item or group of items estimated to cost between \$10,000 and \$50,000 but less than \$25,000 - by obtaining three written quotations.~~

3. ~~————~~ c) ~~An item or group of items estimated to cost more than \$5025,000 or more - by sealed tender or Request for Proposal.:~~

Exceptions to quotations and sealed bid requirements:

- Only one bidder is capable of providing the goods or services
- The goods or services require compatibility with existing goods or services, or may void any warranties or guarantees
- Pricing has been established by another public agency or cooperative purchasing group
- Staff, student, or public safety is in question
- There is an urgent need for the Ppurchase to will prevent damage to School District facilities
- Essential services or essential physical plant services will be restored

~~————~~ In these circumstances, with the approval of the Secretary-Treasurer, direct quotations may be obtained and contracts awarded.

~~————~~ d) ~~When market conditions, quality of product, and delivery considerations, manufacturing set up costs or partnership is warranted, a single or sole source supplier may be utilized without public tendering, subject to the approval of the Secretary Treasurer or his/her delegate.~~

~~————~~ 2. a) ~~Sealed tenders received by Purchasing Services up to the deadline specified in the tender request shall be opened by a tender opening committee, comprised of the Secretary Treasurer or his/her delegate and the Manager of Purchasing Services.~~

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~~b) Sealed tenders received by Purchasing Services after the specified deadline shall be rejected and returned unopened to the supplier.~~

~~c) When procurement becomes difficult because of material shortages and/or fugitive pricing, it is recognized that better value may be obtained through a negotiated purchase. Under these circumstances the Manager of Purchasing Services may negotiate such purchases without the use of sealed tenders, subject to the approval of the Secretary-Treasurer.~~

D. Bulk Orders

~~To minimize costs on the large volume of common material used by the Board during the year, Purchasing Services will request departments and/or schools to submit their estimates of specific supplies, at specified times during the year. Annual Board requirements will be consolidated and tendered. Orders will be issued to suppliers submitting the lowest bid, subject to the conditions above. Delivery dates will be established throughout the year to minimize the storage at the receiving location.~~

~~1. Purchasing Services will provide special request forms for ordering these items.~~

~~2. After awarding the tenders, Purchasing Services will issue a receiving report to each location. The location will be responsible for validating the receipt of the supplies and for providing proof of delivery to the Accounts Department, so that the Supplier's invoice can be paid.~~

E. Standing Purchase Orders

When materials or services are purchased on a repetitive basis, but the need for the goods or services cannot be predicted, Purchasing Services may issue a Standing Purchase Order to a supplier after consulting with the departments and/or schools concerned.

1. Standing Purchase Order requests shall be submitted to Purchasing Services ~~with an estimated annual dollar value.~~

2. After selecting a supplier, a Standing Purchase Order will be issued stating an estimated dollar value, ~~and~~ the specific goods or services covered, ~~and the expiration of the term.~~

3. ~~End Users must submit a purchase order release of \$500 or less each time the Standing Purchase Order is used; otherwise the Supplier's invoice payment will be delayed.~~
4. ~~Standing Purchase Orders cannot be used to purchase equipment that exceeds the value of \$2500 per unit cost.~~

F. Emergency or Rush Orders

Occasionally, there is an urgent need for goods or services that cannot be handled by other order processes. When a purchase order must be issued immediately, the end user department/school ~~may~~ call Purchasing Services and make arrangements to have the purchase requisition faxed or hand delivered in a manner that will~~to~~ expediate the purchasing process.

~~G. G. Prepaid Purchase Orders~~ Corporate Purchasing Cards

1. The Corporate Purchasing Card is used for the procurement and payment of goods and services within delegated purchasing authorization limits, where it is efficient, economical and operationally feasible to do so. The Purchasing Card is strictly for School District No. 61 (Greater Victoria) business purposes.
2. With the written approval from an employee's Principal or Supervisor, an employee may make application to the District Purchasing Card Administrator for a Purchasing Card.
3. Specific instructions for the use of purchasing cards are distributed to each new cardholder and cardholders must sign a cardholder agreement binding them to follow appropriate procedures.
4. Principals/Supervisors review and approve cardholders' monthly transactions and ensure that receipts for each transaction reconcile to the purchases made on the Purchasing Card.
5. The District Purchasing Card Administrator reviews daily transactions for appropriate usage.
6. Purchasing Cards are surrendered to the District Purchasing Card Administrator upon retirement or termination of employment.

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~~The prepaid purchase order is issued to designated locations to enable them to make individual purchases up to \$2,000 Canadian, without first going through the regular purchasing procedures. To ensure compliance with laws and other regulations, there are some restrictions on its use:~~

- ~~1. Items ordered must be supplies. Furniture and equipment cannot be ordered without prior authorization of Purchasing Services.~~
- ~~2. Items ordered must be supplied by a bona fide Canadian company. The P.P.O. cannot be made out to an individual for such things as casual labour or employee honorariums. They cannot be used to purchase gift certificates or to make a payment on a retail credit.~~
- ~~3. Total cost of the order cannot exceed \$2,000 for supplies or \$4,000 for books including freight and taxes.~~
- ~~4. Two orders must not be issued to cover the procurement of goods exceeding \$2,000 for supplies or \$4,000 for books, without prior authorization of Purchasing Services. Individual requests will be handled by contacting Purchasing Services prior to issuing the order. Due to the high dollar value of emergency repairs, the Maintenance Department will be permitted to combine up to two prepaid purchase orders for one transaction without the prior authorization of Purchasing Services.~~
- ~~5. P.P.O.'s can only be used against the user's budget.~~
- ~~6. Purchasing will issue P.P.O.'s enblock to designated locations. Each location will be responsible for maintaining established records and controls over their issuance and use.~~
- ~~7. Purchasing will review each P.P.O. for proper usage. Locations misusing the P.P.O. will not be issued a new supply when their current supply runs out.~~
- ~~8. P.P.O.'s cannot be used to purchase equipment that exceeds the value of \$200 per unit cost.~~

H. Standard Purchase Requisitions

Modification to this document is not permitted without prior written consent from the Greater Victoria School District.

~~All domestic orders over \$2,000, all foreign orders, and orders not covered by a standing purchase order must be submitted to Purchasing on a standard purchase requisition. The requisition is designed to allow Purchasing Services to "piggyback" information onto the originator's request form thereby effecting a faster turnaround on Purchase Orders. It is therefore important that information written by the originator is accurate. Inaccurate information will require Purchasing to rewrite the originator's request. Requests for goods or services not covered by a Standing Purchase Order or the discretionary delegated purchasing authority are to be submitted to Purchasing Services, either as an electronic purchase requisition through the Purchase Order Management (POM) module of the District's financial system or as a hard copy purchase requisition. Appropriate signing authorization and a valid school/department account number must accompany all purchase requests.~~

I. Service Levels

Purchasing Services shall issue a Purchase Order to a supplier within ~~fourteen~~ (47) working days from the date of receipt of a properly completed Purchase Requisition, where the cost of the goods or service do not require Purchasing to initiate a tender or other solicitation method and the goods or services are clearly defined.

When the procurement of goods or services requires written competitive responses/bids, Purchasing Services shall establish a time schedule ~~for procurement of the goods or service~~ with the requisitioner, consistent with the complexity of the request.

J. Surplus Disposal

~~Any Schools and Departments declaring a surplus of supplies, furniture or equipment over the market value of \$50.00 must notify the Purchasing Department in writing providing details of the items for disposal. All assets are owned by the School District and are under the care, custody and control of a particular school or department. Purchasing Services is responsible for the disposal of surplus assets. Any proceeds realized by the sale of items through public auction will be transferred to the school or department.~~

~~Purchasing will arrange for the disposal of the items and any funds realized by the disposal of the items will be transferred to the school or department. Where equipment or materials are considered surplus to the needs of the School District and are expected to have resale value, Purchasing Services may direct these items to be dealt with in any one of the following ways:~~

- ~~• Following an assessment of condition by Facilities Services, the items may be kept and stored for possible use or transfer within the School District. Schools and departments may contact Facilities Services for a list of available items held in storage.~~
- ~~• Used as a trade-in to reduce the purchase cost of new replacement items~~
- ~~• Offered for sale through a public auction, such as the Province of BC Asset Investment Recovery Service~~

Where equipment or materials are considered surplus to the needs of the School District and do not have resale value, Purchasing Services may direct these items to be dealt with in any one of the following ways:

- Donated to a suitable organization, such as the ReStore or the Compassionate Resource Warehouse
- Salvaged for parts
- Scrapped/recycled in the most environmentally sensitive manner

Furniture, equipment, vehicles or materials will not be sold to School District employees unless they are the successful bidder in a public auction process.

The disposal of:

- ~~1.— Surplus supplies shall include pricing and cataloging the supplies, and notifying all schools and departments of the supplies available for disposal. If the supplies are not disposed of within the district within a reasonable time then the supplies will be available for public auction.~~
- ~~2.— Surplus furniture will be picked up by the Maintenance Department where it will be either repaired if cost effective or put into the existing surplus furniture inventory for use by other schools and departments.~~
- ~~3.— Surplus equipment shall be picked up by dispatch and delivered to the Central Receiving Depot where it will be held for use elsewhere within the district or declared surplus to the district and available for public auction.~~

K. Freedom of Information and Protection of Privacy Act

~~The Purchasing Services Department~~ will release tender/proposal information in accordance with the Freedom of Information and Protection of Privacy Act.

~~The Purchasing Department has developed a Disclosure of Acquisition Document which provides a checklist for the routine disclosure of information to ensure consistency.~~

~~The Disclosure of Acquisition Documents Checklist will be used as a guide to Purchasing staff. The records identified in the Information Routinely Disclosed to Bidders and Records Disclosed if Requested will be released in a document called Executive Summary. This Executive Summary is used for all tenders/proposals that exceed the current \$25,000.00 limit and will be releasable to the public upon request 60 days after the applicant's request as per Section 20 of the Freedom of Information and Protection of Privacy Act.~~

~~The request for information routinely disclosed must be received in writing in the Purchasing Department via post or fax. A copy of the Executive Summary will be provided as per Section 20 of the Freedom of Information and Privacy Act.~~

~~All written requests for information routinely disclosed will be filed in the tender/proposal file once the Executive Summary has been provided.~~

L. Storage of Purchasing DocumentsStandardization

Equipment and supplies will be standardized to ensure maximum value is attained where practical and beneficial.

Consideration will be given to potential savings, ease of maintenance, continuity of supply, training costs, environmental impact, and overall life cycle value.

~~All Purchasing tender/proposal documents must be prepared for storage in the following manner:~~

- ~~1. All tender/proposal files must be labelled with the tender/proposal number and have a Purchase File Check List sheet attached to the inside left hand side of the file folder.~~
- ~~2. The Buyers are responsible for ensuring that all tender/proposal documents are stored in file folders and filed in sequential order as indicated on the Purchase File Check List.~~
- ~~3. The Buyers are responsible for the final review of the purchasing documentation and the sign off of the Purchase File Check List.~~
- ~~4. All purchasing documentation being forwarded to the District Freedom of Information and Privacy Act coordinator must be organized according to the Purchase File Check List. The information and the~~

~~check list must be reviewed and signed by the Manager—Purchasing Services prior to release.~~

M. Conflict of Interest

~~The standard of behavior for employees of the District involved in the purchasing of goods and services must be carried out within their purchasing authority level and include courtesy, a duty of honesty and fairness with District Suppliers. No employee of the School District shall engage in or have a financial interest, directly or indirectly, in any activity that conflicts or raises a reasonable question of conflict with his/her duties and responsibilities.~~

It shall be a conflict of interest when an employee knowingly participates directly or indirectly in the procurement of goods or services when:

1. An employee or member of the employee's immediate family, business associate, or close friend has a financial interest in the purchase;
2. An employee uses the influence of position or demands or accepts favours or services from any individual, organization or corporation that would result in a financial benefit to the employee or member of the employee's immediate family, business associate, or close friend.

Employees must make full disclosure to the Secretary-Treasurer ~~or his/her delegate within seven (7) days~~ of any situations that place them in a position ~~in which a possibility where a~~ of a conflict of interest may exist between their duties to the District and their personal interests.

Employees shall not provide product endorsements without the approval of the Secretary-Treasurer. Where products or services have no other source except from an employee's business interest, approval of the Secretary-Treasurer or his/her delegate must be received prior to the purchase.

Reasonable hospitality is an acceptable courtesy of a business relationship where the frequency and nature of gifts or hospitality accepted is not deemed to have an influence on business decisions. Gifts (other than items of small intrinsic value), ~~such as business diaries and calendar~~, gratuities and entertainment accepted from an individual, organization or corporation seeking to do business with the District shall be deemed a conflict of interest. ~~as it may infer an intent to influence the employee's purchasing decision. Reasonable hospitality is an acceptable courtesy of a business relationship where the frequency and nature of gifts or hospitality accepted is not deemed to have influence in making business decisions.~~

~~Employees shall not provide product endorsements without the approval of the Secretary Treasurer or his/her delegate.~~

Greater Victoria School District

Approved: April 1970

Various revisions:

Revised: March 1982

Revised: July 1984

Revised: January 2000

Revised: ~~June~~ November 2016

Modification to this document is not permitted without prior written consent from the Greater Victoria School District.

TO: The Operations Policy and Planning Committee

FROM: The Policy Sub-Committee

DATE: November 14, 2016

RE: **Monthly Report**

Background:

The Policy Sub-Committee (the "Committee") met on October 21 and November 4, 2016. Present at the meetings were Trustees Nohr and Whiteaker, Superintendent Langstraat and Secretary-Treasurer Walsh.

The Committee has a number of updates and specific recommendations stemming from the ongoing review of policy.

Updates:

The Committee has continued its work on the 3000 and 4000 series.

Recommendations:

Specific Policies Recommended for Deletion

Policies 3526 - Emergency Repairs to School Plant.

The Sub-Committee recommends deleting the policy.

Rationale:

The policy is based on a previous funding model as indicated by the December 14, 1981 date of the policy. Currently, in the event of unusual damage, the District is covered by Schools Protection Program insurance. In addition, the District can reallocate Annual Facilities Grant funding in the event that a priority arises during the school year.

In the event of a catastrophic event, the Board would be involved prior to any significant capital or operating expenditure.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) delete Policy 3526 - <i>Emergency Repairs to School Plant.</i>

Policies for Review

Policy 3545.2 - Field Trips:

The Committee has reviewed the policy and considers it to be relevant, with the exception of changing the Board of School Trustees to the Board of Education. The regulation has been revised recently.

Rationale:

The general policy statement continues to reflect Board values.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) reviewed Policy 3545.2 <i>Field Trips</i> .
--

Policy 3542.25 - Overnight Accommodation:

The Committee has reviewed the policy and considers it to be relevant, with the exception of changing the Board of School Trustees to the Board of Education. The regulation has been revised recently.

Rationale:

The general policy statement continues to reflect Board values.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) reviewed Policy 3545.25 <i>Overnight Accommodation</i> .

Regulations for Deletion

There are a number of examples of regulations that are not attached to specific policies in the District. The Policy Sub-Committee is reviewing these regulations to determine whether these regulations should be associated with an existing policy, new policy, or alternatively, removed.

Regulation 3509 - Bomb Threat

The regulation will be removed.

Rationale:

The District has specific emergency response processes that would incorporate a bomb threat. The regulation is not currently applied.

Regulation 3522.2 - Student Involvement - Schools

The regulation will be removed.

Rationale:

The regulation holds important statements about planning and working with Facilities on school beautification. Nevertheless, a student specific regulation requiring consultation prior to beautification or other projects is unnecessary and is more appropriate as a general regulation regarding school projects.



The Greater Victoria School District is committed to each student's success in learning within a responsive and safe environment.

POLICY 3526

EMERGENCY REPAIRS TO SCHOOL PLANT

In order that the schools of the District may continue to operate without undue interruption in the event of unusual damage to the plant (as the result of minor fire loss, leaking roof, damaged boiler, etc.) the Secretary-Treasurer is authorized to overspend the annual operating budget, in the interim of acquiring capital funding approval from the Ministry of Education where such funding is appropriate.

Greater Victoria School District

Adopted: December 14, 1981



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POLICY 3545.2

FIELD TRIPS

The Board of School Trustees recognizes the educational value of a wide variety and diversity of learning experiences for students, through field trips.

The Board directs that activities, undertaken by school personnel, are purposeful, planned, organized, and conducted safely.

Greater Victoria School District

Approved: January 2, 1978
Revised: March 28, 1978
Revised: June 25, 1979
Revised: October 26, 1998



The Greater Victoria School District is committed to each student's success in learning within a responsive and safe environment.

POLICY 3545.25

OVERNIGHT ACCOMMODATION

The Board of School Trustees believes that the health, safety, and security of students is essential when participation in curricular or extra-curricular activities requires overnight accommodation.

When students are accommodated overnight the Board requires the standard of care indicated in the attached regulations.

Greater Victoria School District

Adopted: October 26, 1998



The Greater Victoria School District is committed to each student's success in learning within a responsive and safe environment.

REGULATION 3509

BOMB THREAT

In the event of notification that a bomb has been planted in the school or other School District facility, use the following procedure:

1. The person who receives the phone call should keep accurate notes of exactly what the caller says. Listen for any distinguishing speech characteristics (e.g. accent, speech impediments, manner of speaking).
2. If possible, keep the caller talking. Do not hang up. If the caller hangs up, you too hang up the phone.
3. Phone the Police, report the bomb threat and request their attendance.
4. Search the premises visually. The Principal will request assistance from such staff as he/she deems necessary to conduct the search. Students will not be involved in the search and should remain in the classroom unless directed otherwise.
5. If anything of a suspicious nature is discovered, do not touch. The decision to evacuate the school will be made by the Principal or his/her designate. This should be done in consultation with the Police and Fire Department if time permits. Clear the area and keep staff and students as far as possible from the security area.
6. Phone and inform the Zone Assistant Superintendent.

Greater Victoria School District

Approved: April 1976

Revised: June 1980

Revised: January 1985

Revised: July 28, 1986

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REGULATION 3522.2

STUDENT INVOLVEMENT - SCHOOLS

The Board of School Trustees encourages student involvement in beautification and improvement projects as related to facilities. Wherever such a proposal is considered, all details pertaining to its scope, intent and method are to be submitted to the School Plant Manager. Various factors should be considered when such proposals are submitted. These may include consideration of the facilities as they exist, factors of safety and security, maintenance and costs.

Projects may only proceed when approval has been obtained. Approved projects may receive direction by maintenance staff.

Greater Victoria School District

Approved: May 1973
July 1975
June 1980



FACILITIES SERVICES

491 CECELIA AVENUE, VICTORIA, BRITISH COLUMBIA V8T 4T4
PHONE (250) 920-3400 FAX (250) 920-3461

TO: Operations Policy and Planning Committee
FROM: David Loveridge, Director of Facilities Services
DATE: November 14, 2016
RE: **Water Safety - Update**

Background

In June 2016, Staff committed to providing ongoing updates on the progress being made regarding the Water Testing for Lead in District schools.

In July and September 2016, updates on the actions being taken by staff regarding the re-testing and implementation of a solution to our lead in the water issues was presented.

Update on "Next Steps"

In September 2016, Staff advised of the water filter installation plan. The implementation of this plan is well in hand and is updated as follows:

1. Inline filtering systems on all potable water sources that failed to meet Health Canada guidelines during the August 2016 testing will be completed by mid-November 2016. This includes water fountains, kitchen taps, staff rooms and cafeterias.
2. Starting in mid-2016, Staff will start two additional installation processes:
 - a. Bottle Filling Stations. The installation of 25 water bottle filling stations in those schools that have opted in to the program offered to them in August 2016. It is hoped that these systems will be installed no later than mid-January 2017.
 - b. Pre-filtering systems. The new in-line filtering system that has been installed in our schools removes lead and other contaminants down to 1 micron. This ensures the overall health and safety of our potable water. However, the two months of use has shown that the filters in some schools are clogging up with contaminants much sooner than anticipated. Testing of these filters has revealed a variety of contaminants being caught in this fine filter and is causing our filters to clog prematurely. It has been suggested that the best and most cost effective solution to dealing with the issue is the installation of a sand based pre-filter in each school at an estimated cost of \$2,500-\$3,000 per school. Staff will be testing this type of pre-filtering system in two

schools in the next month and will make a recommendation based on the success of these tests.

- c. Additional System Upgrades. Staff will continue to install in line filter systems on all potable water sources throughout the District until all schools have been completed. For those water sources that currently meet Health Canada guidelines, we will simply install the housing assembly (already purchased) and not install filters until it is deemed necessary based on further testing.

Starting in 2017, Staff will start the process of ongoing testing of one third of our fountains and potable water locations on an annual basis to ensure compliance with Ministry direction and will plan and implement a preventive filter replacement strategy to ensure that all fountains are meeting health Canada guidelines.

This update is part of the ongoing commitment by Staff to keep the Board abreast of the ongoing status of this important issue.



SHELLEY GREEN, DEPUTY SUPERINTENDENT	250-475-4117
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DEB WHITTEN, ASSOCIATE SUPERINTENDENT	250-475-4220

556 BOLESKINE ROAD, VICTORIA, BRITISH COLUMBIA V8Z 1E8 FAX: 250-475-4115

MEMO

From: Deb Whitten, Associate Superintendent

To: The Operations Policy and Planning Committee

Date: November 14, 2016

RE: SJ Willis – Alternative Education Programs

SJ Willis Alternative Education Update

Throughout the spring Superintendent Langstraat, Principal Jesse Bradbury and I met with the staff at SJ Willis to discuss the programs offered at SJ Willis and a future vision for the all of the Alternative Education programs. Over the past two months this collaborative conversation has continued with the staff at SJ Willis and the principal. As a result, the staff has had a number of opportunities to share their knowledge of the past, and their vision for the future. The vision for the SJ Willis Alternative Programs is in creating a community of support for all learners, while recognizing that many need a higher level of academic and social emotional support. The new building space has been designed with the goal of providing a community of support for all learners.

Girls Alternative Program Update

Throughout the conversations with the Alternative Education staff, specific programs have been discussed and the programming decisions have been focused on meeting the current needs of the learners at SJ Willis. One area of discussion has been focused on the Girls Alternative Program. The discussions have included time to understand the historical perspective, the vision for a supportive and inclusive learning environment and the current needs of the students at SJ Willis. The number of female students who have requested a girls only program has decreased since the Girls Alternative Program moved to SJ Willis. Due to the current needs of the students the program has changed. At the start of the year there were 8 female students who requested a girls only program. Of the 8 students, five of the students attend regularly. Three of these students have chosen to attend classes in Alternative Education and two students have chosen to attend the GAP class. As the needs of the students in GAP and Alternative Education change, the program adapts to meet their needs.

The Link/Distributed Learning Update

In addition to the conversations regarding GAP, a number of conversations have taken place about the supports and services that should be provided at The Link. The Link has a very important role in our district in providing an online learning opportunity to students who require a more flexible method of program delivery. It is clear that The Link should continue to offer courses and operate as one of the SJ Willis Alternative Education programs. The courses offered at The Link in the future will change as the needs of the students' change with the implementation of the new graduation program and the new curriculum.